



PRESS RELEASE

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Experts in Mentoring New School Administrators to Address Teacher Credentialing Commission

SACRAMENTO -- Speakers representing cutting-edge mentoring and coaching programs for new school administrators will discuss the successes and challenges of the “induction” model as a proposed credential requirement at the January 26-27, 2012, meeting of the Commission on Teacher Credentialing (Commission). Addressing the Commission are:

- Mike Bossi, Director of Leadership Coaching – Association of California School Administrators
- Carol Leighty, Educational Leadership Admission Chair, Mission Valley Campus – Point Loma Nazarene University
- Rebecca Cheung, Academic Coordinator, Policy, Organization, Measurement, and Evaluation – University of California, Berkeley
- Louise Adler, Education Doctorate Program Director -- California State University, Fullerton

Members of the Commission voted in November 2011, to support the recommendation of an advisory panel to “require induction as the sole pathway to earn the Clear Administrative Services credential.” The clear credential is the final step in a credentialing pathway that begins with a teaching or school services credential, requires courses in school administration for a Preliminary Administrative Services credential and currently culminates in coursework or experience-based options for the Clear Administrative Services credential. The four programs represented in the discussion all incorporate elements of induction.

Commission Chair, Charles Gahagan, endorsed the advisory panel’s rationale for emphasizing induction for new administrators, “Having an experienced colleague coaching a novice cannot be undervalued. With defined goals and objectives for the coaching relationship, the induction approach promises to provide well-prepared administrators who can provide the strong leadership we need in our schools.” Gahagan, a high school English teacher, is an experienced mentor for novice teachers.

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A significant number of variables need to be considered in terms of developing a fully operational induction system for school administrators. In addressing these variables, the speakers will discuss such topics as:

- The length and focus of the program
- How best to select, train and support mentors/coaches
- Best practices for providing support and incorporating on-the-job challenges into the induction process
- Assessment of the credential candidates

The Commission's discussion with the four program representatives will help inform the next steps in determining the requirements and characteristics of induction programs for new administrators.

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